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CHAPTER I INTRODUCTION

1.1 The Background of the Study

There is no doubt that English is the most widely used language among other international languages in the world. In fact, this language has been used in various fields such as in business, communication, science and technology, trade and commerce, politics, tourism and education. In the area of education, for example, English is learned and taught from primary education to university. This is a compulsory subject to be learned by the students of any level.

To possess good English language skills in formal education, students are equipped with a set of term textbook as their reference or guide formally prepared by the teacher that suits the standardized curriculum. Teachers also have a duty to ensure that the teaching and learning is going well.

So far, the national curriculum has been changed several times for various reasons. The latest 2013 curriculum which is called K-13 set forth by the government as the continuation or substitute of KTSP curriculum still has weaknesses besides its strengths.

However, although the 2013 Curriculum offers significant breakthroughs in improving the quality of teaching and learning process, the success of this curriculum depends on how the schools apply it. The key words are teachers and

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students. They are individuals that are directly involved in the implementation of this curriculum in the teaching and learning process. But teachers are they persons who play an important role to assure that the curriculum along with the syllabus is practiced properly.

The main concept of the 2013 Curriculum is excellent. As an effort to improve the quality of the national education, the new curriculum integrates science and civic education with religious and moral education. Students should be taught to think creatively. Education should be both accurate and offer the best lessons, and this can be achieved by teaching students to be creative. In teaching and learning process, teachers should be wise to choose the learning materials which are used in the class. Textbook is one of the learning materials which is commonly used. It is a kind of printed materials which is an important part in teaching and learning process.

According to Tomlinson (1999:2), textbook is a main learning material which is usually used by teachers and students. Textbook also has many advantages in teaching and learning process. The advantages of textbook are (1) providing structure and a syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

To ensure students are able to understand the English materials, they should have some English textbooks with good quality. By learning textbooks with good quality, students are able to ameliorate the productivity of their English skills. There



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are some categories of good books: First, the contents of the textbooks should deal with the current curriculum; it might be from the genre with should be available in the textbooks and the contents of textbooks match with the students level of study. The second category is a textbook should have an interesting display because it can give motivation and good imagination from the readers to read it. In addition, the language of the textbook should be correct in the context and situation; it means that the language is not ambiguous, difficult to interpret and should be easy to understand.

Theoretically, textbooks are developed on the basis of written curriculum and the curriculum also guides the textbook evaluation. Tornroos (2004:2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality textbooks across the globe and this was one of the reasons why the researcher chose to analyze the “Bahasa Inggris” Textbook for the eleventh grade of senior high school.

1.2 Statement of the Problem

The reading materials can be in the form of authentic materials, for example, from newspaper, magazines, recipe or textbooks. The English teacher should be able

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to decide whether the contents of the textbook are suitable with curriculum or not. According to Dana Ferris and John S. Hedgcock (2010), “textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach”. It means that the materials in the textbook should help the teacher to conduct the teaching and learning process. So, it is important for the teacher to select and to analyze the contents of the textbook, whether they are good or not. There are some categories of a good textbook. First, the contents of the textbook should deal with the curriculum, it might be from the genre with should be available in the textbook. Besides, the contents of the textbook also suits with the student level of study. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should be correct in context and situation. It means that the language is not ambiguous so that the reader can understand easily.

Based on explanations above, the writer would like to try to analyze the reading materials found in “Bahasa Inggris” textbook for Senior High School by the Ministry of Education and Culture of Indonesia. There are several reasons why the writer decided to choose the book. First, “Bahasa Inggris” textbook is one of books that is suitable with the curriculum. Second, “Bahasa Inggris” textbook is used for teaching English to eleventh grade students because it is important to know whether the reading materials are appropriate with the students’ need.



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1.3 Limitation of the Problem

Based on interview conducted by the researcher to teachers, some of them said that the textbooks, especially English textbook is difficult for the students to understand. The building skill and exercise in the textbook are difficult to be applied. Even, some of the materials are different from the syllabus. So, the teachers are confused to choose which one should be used; the materials in the textbook given by the government or the syllabus is suitable with the curriculum. Considering the problem, the researcher was driven to analyze the textbook used by the eleventh year students of senior high school on the basis of the 2013 curriculum published by the Ministry of Education and Culture of Indonesia. In addition, the researcher wanted to cover up the communication goal of writing this textbook. Because of the frequent change of the national curriculum, some the teachers get confused to decide which textbook to use.

1.4 The Purpose and objectives of the study

The purpose of this study was to analyze the text book 'Bahasa Inggris' for eleventh grade students of senior high school with the following objectives:

1. To find a good model of the textbook with scientific approaches.
2. To find suitable teaching materials that cover the newest curriculum for the eleventh grade senior high school students.



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1.5 The Research Questions

Based on theoretical outlines, this study attempts to answer the following research question, as follows:

1. Does each theme of each unit of the ' Bahasa Inggris' Textbook cover the goal of the 2013 curriculum for the eleventh grade of senior high school?
2. How are the contents of the scientific approach of each unit of the 'Bahasa Inggris Textbook?

1.6 Significance of the study

The study is significant for several reasons as in the following:

1. This research can be used by the teacher to select a textbook which is the most suitable to be applied in the teaching learning process.
2. This research can be used as an input for the curriculum developer to think of the best materials to be used in teaching English as foreign language at schools.
3. The research can be used by other researchers to carry out a study of similar topic with different focus.

1.7 Rationale of the study

In reference to the rationale of the study, Singh et al (2006) affirms that the rationale of study justifies what study goes through and communicates the research which is important to investigate along with its benefits, teacher has a duty to ensure



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that the teaching and learning material are presented to the students. In theory, textbooks are developed on the basis of written curriculum. The curriculum also guide textbook evaluation, Tornroos (2004:2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum, increased attention that is being paid to the quality of textbooks across the globe, while the reason of the researcher to choose the “Bahasa Inggris” for the eleventh senior high school was that this book was designed based on the 2013 curriculum.

The researcher was also curious to choose the topic or theme inside the textbook and each sub-chapter of the reading materials. The writer was really concerned with choosing each theme to build the unity of each material so that it could cover the aim of in teaching and learning process in the environment of English as a foreign language. In addition, the textbook given the standardized ESL environment should build the communication skills in the real world, the naming of each theme has to be understood easily by students and later they could imply them in the real communication.

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1.8 Definition of the key terms

a. Reading Materials

According Hammer (1998:68), reading material is a model of language, reading texts that provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and texts. Therefore, the researcher concludes that reading materials are materials that refer to any texts or passage that conveys certain messages or ideas to be shared to the reader through the process of reading activity.

b. Textbook

Thomson (2000:175) states that the textbook is a stimulus or an instrument for teaching and learning. From this definition, the researcher defines textbook as a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

c. Textbook analysis

Krippendorff (2003:18) defines that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook analysis involves specialized procedures; analysis provides new insights, increase researcher's understanding of particular phenomena, or inform practical actions.



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